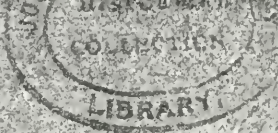


J. W. M.

Winn Library



Peabody Education Fund.

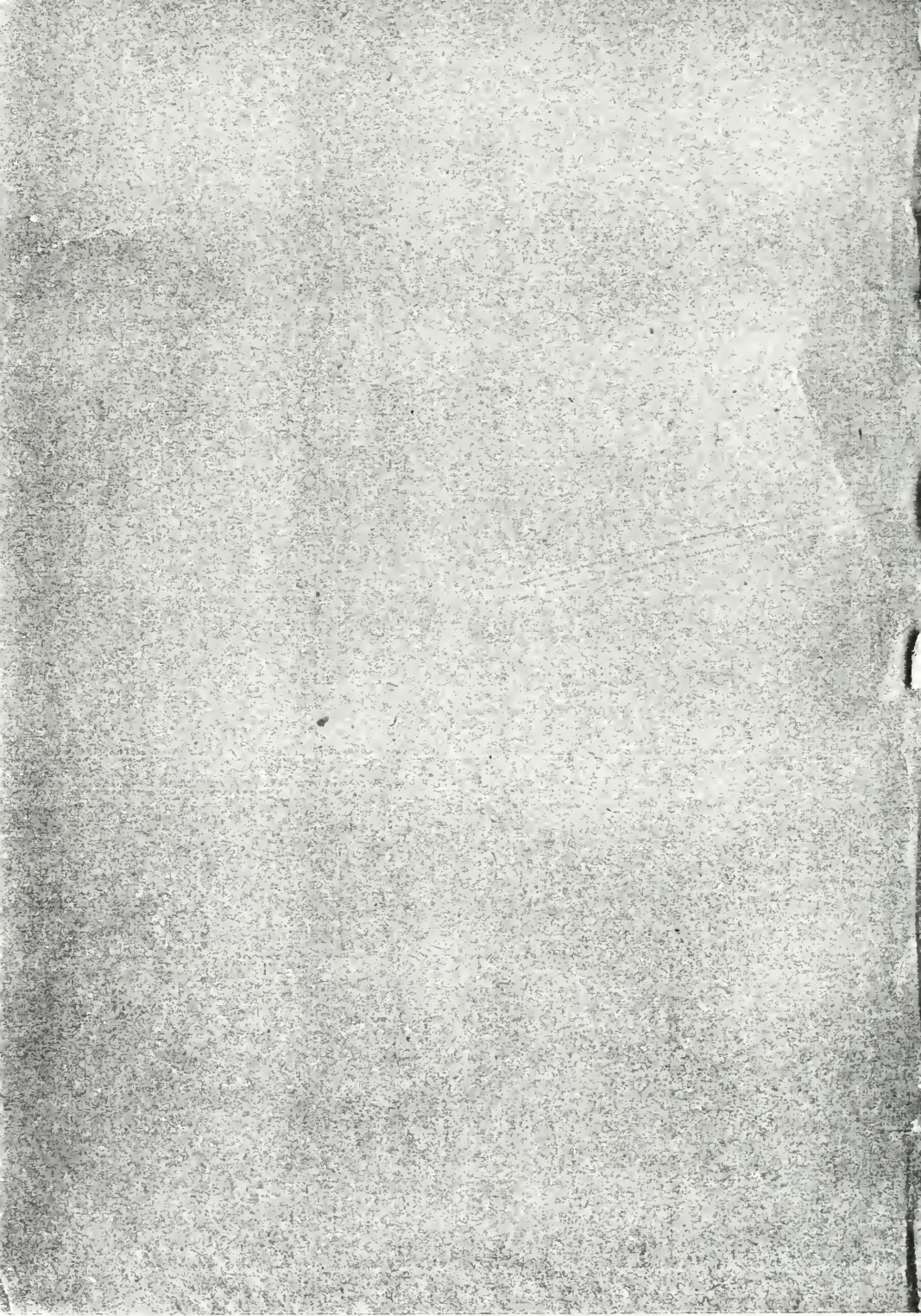
PROCEEDINGS OF THE TRUSTEES

AT THEIR

FORTY-FIRST MEETING,

NEW YORK,

1 OCTOBER, 1902.



PEABODY EDUCATION FUND.

PROCEEDINGS OF THE TRUSTEES

AT THEIR

FORTY-FIRST MEETING,

NEW YORK, 1 OCTOBER, 1902,

WITH THE

ANNUAL REPORT OF THE GENERAL AGENT,

HON. J. L. M. CURRY.

CAMBRIDGE:

UNIVERSITY PRESS: JOHN WILSON AND SON.

1902.

LC 243

. P44

2/15+

TRUSTEES

OF THE

PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

*Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
*Hon. HAMILTON FISH	<i>New York.</i>
*Right Rev. CHARLES P. McILVAINE . . .	<i>Ohio.</i>
*General U. S. GRANT	<i>United States Army.</i>
*Admiral D. G. FARRAGUT	<i>United States Navy.</i>
*Hon. WILLIAM C. RIVES	<i>Virginia.</i>
*Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
*Hon. WILLIAM AÏKEN	<i>South Carolina.</i>
*Hon. WILLIAM M. EVARTS	<i>New York.</i>
*Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
*CHARLES MACALESTER, Esq.	<i>Pennsylvania.</i>
*GEORGE W. RIGGS, Esq.	<i>Washington.</i>
*SAMUEL WETMORE, Esq.	<i>New York.</i>
*EDWARD A. BRADFORD, Esq. (resigned) .	<i>Louisiana.</i>
*GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq. (resigned)	<i>Massachusetts.</i>

TRUSTEES

OF THE

PEABODY EDUCATION FUND

CHOSEN IN ACCORDANCE WITH MR. PEABODY'S
LETTER CREATING THE TRUST.

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
*Hon. A. H. H. STUART (resigned) . . .	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
*Chief-Justice MORRISON R. WAITE . . .	<i>Washington.</i>
*Right Rev. HENRY B. WHIPPLE	<i>Minnesota.</i>
*Hon. HENRY R. JACKSON (resigned) . .	<i>Georgia.</i>
*Colonel THEODORE LYMAN (resigned). .	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES . .	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DREXEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
Ex-President GROVER CLEVELAND (resigned)	<i>New Jersey.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
*Hon. CHARLES DEVENS	<i>Massachusetts.</i>
*Hon. RANDALL L. GIBSON	<i>Louisiana.</i>
Chief-Justice MELVILLE W. FULLER . .	<i>Washington.</i>
*Hon. WILLIAM WIRT HENRY	<i>Virginia.</i>
Hon. HENDERSON M. SOMERVILLE . . .	<i>Alabama.</i>
*Hon. WILLIAM C. ENDICOTT (resigned) .	<i>Massachusetts.</i>
Hon. JOSEPH H. CHOATE	<i>New York.</i>

*GEORGE W. CHILDS, Esq.	<i>Pennsylvania.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>
*Hon. JOHN LOWELL	<i>Massachusetts.</i>
Hon. GEORGE F. HOAR	<i>Massachusetts.</i>
Hon. RICHARD OLNEY	<i>Massachusetts.</i>
*Hon. WILLIAM MCKINLEY	<i>Washington.</i>
Hon. THEODORE ROOSEVELT	<i>Washington.</i>
Hon. HOKE SMITH	<i>Georgia.</i>
Right Rev. WILLIAM C. DOANE	<i>New York.</i>
MORRIS K. JESUP, Esq.	<i>New York.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent.*

MEMBERS OF THE BOARD AT THE PRESENT TIME.

Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
Chief-Justice MELVILLE W. FULLER	<i>Washington.</i>
Hon. HENDERSON M. SOMERVILLE	<i>Alabama.</i>
Hon. JOSEPH H. CHOATE	<i>New York.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>
Hon. GEORGE F. HOAR	<i>Massachusetts.</i>
Hon. RICHARD OLNEY	<i>Massachusetts.</i>
Hon. THEODORE ROOSEVELT	<i>Washington.</i>
Hon. HOKE SMITH	<i>Georgia.</i>
Right Rev. WILLIAM C. DOANE	<i>New York.</i>
MORRIS K. JESUP, Esq.	<i>New York.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent,*
No. 1736 M Street, Washington, D. C.

(To whom communications may be addressed.)

PROCEEDINGS

OF

THE TRUSTEES OF THE PEABODY EDUCATION FUND.

FORTY-FIRST MEETING OF THE TRUSTEES.

NEW YORK, Oct. 1, 1902.

THE TRUSTEES met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Messrs. FULLER, the Chairman, and GREEN, PORTER, MORGAN, SOMERVILLE, GILMAN, WETMORE, HOAR, and SMITH; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted.

Chief-Justice FULLER was re-chosen Chairman of the Board, and also Mr. CHOATE, First Vice-Chairman, and Dr. GILMAN, Second Vice-Chairman.

Dr. CURRY, the General Agent, then presented his Report, which was accepted, and ordered to be printed, as usual.

REPORT OF HON. J. L. M. CURRY.

GENERAL AGENT.

To the Trustees of the Peabody Education Fund :

I. On 2d February, 1881, by the Trustees of the Peabody Education Fund, assembled at Riggs Hotel, Washington, on motion of General Grant, I was unanimously elected General Agent, to succeed Dr. Barnas Sears, who had died the preceding July. In all good conscience I have endeavored to acquit myself scrupulously of the duties, with heart and mind, with time and energies, in unflagging loyalty. Of the original members of the Trust, then surviving, as selected by the Great Benefactor, Messrs. Winthrop, Evarts, Samuel Wetmore, Grant, Riggs, Aiken, and Rives, all have passed away. Twenty-one years having elapsed since my appointment, it seems not inappropriate to make a rapid review of what has occurred educationally, in that period, within the sphere of the operations of the Fund, — “those portions of our common country which had suffered most from the destructive ravages and the not less disastrous consequences of civil war” — and to show the influence of the Fund in bringing about these beneficent results. In truth, they are marvellous, partaking of the nature of a revolution and keeping pace with, and greatly aiding, the progress of our country in other lines.

In view of what has been accomplished, it should never be lost sight of that the primary, paramount object of the Fund was to secure the permanent establishment and maintenance by the States of public-school systems, *free schools for all the people*. When the secession war closed, such schools did not exist, never had existed. Obviously,

under "the peculiar institution" of African slavery, now happily and forever extinct, there were no public schools for the slaves, and there was no universal system of *free* schools for *all* the white children. Some municipalities and communities had excellent systems, with good teachers and cheap tuition, and academies and colleges were numerous and of a high order and well sustained, but no single Southern State had a free public-school system, maintained from public revenues.

The conviction had not yet rooted itself in the public mind, or conscience, that elementary, much less universal, education was an essential factor in national progress, or the only secure basis for free representative institutions.

In the schools and academies of the ante-bellum period, the teaching was often superficial, inadequate, and unsystematic. Each school went its own way, independent of others. Differing in organization and methods, there was no unity of general plan, nor common curriculum, nor helpful correlation. Such schools owed their origin to private enterprise, to energy or liberality of communities, sometimes to local jealousies, and of consequence they had no official inspection, nor any examination nor certification of teachers. In some towns or neighborhoods there were commendable attempts to give girls a liberal education, but they were only tolerated, not yet encouraged and supported by the State.

This was the end sought by the Fund and its auxiliaries. It is difficult now, almost impossible, to recall or comprehend the obstacles to be surmounted, in conservative traditions, in governments, in social prejudices, depleted treasuries, general, almost universal, impoverishment, in ignorance of, unfamiliarity with, the *modus operandi* of what is known at the North as "common schools." The work was courageously undertaken, and persevered in despite innumerable and serious difficulties. An enlightened public opinion had to be created in favor of universal

education maintained at the public expense, and managed by the direct representatives of the people, of the absolute right of children to have property assessed and taxes collected for this purpose, of State control apart from ecclesiastical or clerical or party interference, of the superiority of graded and State-controlled over private and denominational schools, and the imperative necessity of giving teachers thorough and special training for their work.¹ An American editor thus expresses the theory: "The public schools should be so good, the public wealth should make them so far superior to any private school, that no father could afford to send his child to any except a public school. The State schools should be cheap enough for the poorest, good enough for the richest." No single agency was adequate to this great and needed reform. The Press was influential. Many public men and citizens acted with unselfish patriotism, and it would be invidious to parcel out merit where so many were deserving. Dr. William T. Harris, than whom there can be no better authority, says in a letter, "The Peabody and the Slater Funds have been for many years the great sheet anchor of the cause of education in the South."

Dr. Barnas Sears had fortunately been Secretary of the Board of Education in Massachusetts. Thoroughly familiar with the details of the common-school system, adapting himself with wonderful capacity to the peculiar needs of the section, the prescribed field of his labors, he was pro-

¹ It is an instructive fact that in three European governments to-day there is an angry discussion going on between those who would place public education under clerical control, secure for denominational schools a large portion of school revenues with the view of promotion of sectarian interests, and apply ecclesiastical tests in the training and appointment of teachers and those, on the other hand, who would save the schools from clericalism, give them intelligent and non-partisan local control, and make permanent and valuable a truly national system. Those who have read carefully the foreign journals of these countries this year must recognize this as the paramount question and likely, if not settled on principles of equality and justice and freedom, to dissolve parties or overthrow institutions.

foundly impressed with the value, the indispensable-ness of public schools, under control and support of the States as the only instrumentality for meeting the wants of the people. With rare discretion and wisdom he began his pioneer work and prosecuted it with hope and unflagging energy until sickness laid him aside and ended his useful life. In the absence of any general and adequate school systems on statute-books, it was determined, at various central localities, in radiating points, mainly in villages and towns, to appropriate a sum of money from the Peabody Fund, on the condition that these communities should, by the gift of a proportionate amount, establish graded schools with free tuition, to continue in session nine months in the year. There sprang up through the South, under this stimulating and guiding influence, excellent schools, most of which continue until the present day, and incorporated with State systems are sustained by general and local taxation. These schools have been fructifying fountains, diffusing intelligence and health and a sound public spirit. The aid temporarily given was helpful in the years of weakness and opposition, and the schools are now so imbedded in the public sentiment and conscience that demagogism and ignorance cannot dislodge them. Thousands of dollars from year to year were expended, and the principle, inflexibly adhered to and applied on wider theatres, of "helping those who help themselves," is known as a Peabody maxim, and has been adopted by different institutions and individual benefactors.

Since the occurrence of the social and civil revolution, a consequence of the war, every Southern State, by organic law, has required a free school system for the education of both races, which has constantly grown in value, thoroughness, and public esteem. No one familiar with the history of Education in the South can doubt that this mighty change is due largely to the persistent and zealous advocacy of the Fund through its General Agents and the

sagacious distribution of timely pecuniary help. Statistics furnished by the Bureau of Education, an efficient ally at all times and in many ways, present a progress in school organization, methods, support, efficiency, which constitutes a bright chapter in the history of our country. Some figures from all the States except Delaware, Maryland, and Missouri, not in all instances up to date, will give a bird's-eye view of what has been accomplished in twenty-one years.

	1881.	
	White.	Colored.
School Population . . .	2,964,851	1,795,408
Total Number of Pupils		2,356,850
Total Number of Teachers		58,623
Public School Expenditures		\$8,524,624
Number of School Houses		49,754

	1901.	
	White.	Colored.
School Population . . .	4,528,015	2,519,054
Number of Pupils . . .	3,273,266	1,451,244
Total Number of Pupils		4,724,510
Number of Teachers . . .	77,707	25,547
Total Number of Teachers		103,410
Public School Expenditures		\$23,056,565
Number of School Houses		82,240

As an essential part of our public schools, Normal Schools for the training of teachers have been established in all the States, so as to get adequate training and arrest so much educational waste and loss. Several of the principal ones were, in origin, the direct result of the personal influence of the General Agent and of promised coöperation. Annual visits and contributions are made to a majority of these schools.

A recent report of a committee appointed by the War Office in England, to consider the training of army officers, contains some suggestions which are not inapplicable to the training of teachers. The fact is emphasized that

candidates admitted to the military schools are lamentably deficient in elementary education, and are therefore handicapped in acquiring general knowledge and the special technical training which is necessary for after success in their profession. Sometimes principles of military science are lost sight of in a mass of detail, and minds of students are wearied with accumulation of useless formulæ and dreary, impractical exercises. A complaint in all our Normal Schools is unpreparedness of matriculates, the insufficiency of antecedent education. This interferes with the desire, the ambition, for general scholarship, and with zeal for the art and science of teaching, for "keenness" in securing the best.

An imperative need is an increase in, and improvement of, Training or Teachers Colleges, so as to give an output of trained men and women. When, from time to time, a supply of teachers is to be supplemented, or a vacancy is to be filled, it is too common to rely on pupil teachership, or to swell the number of the untrained. In 1896 there were in Prussia 78,959 fully employed teachers in elementary schools (all adults), 97.5 per cent of whom had been trained and had passed full examinations. "Teachers capable of thorough ethical and intellectual treatment of their work are the first necessity, — those who know how to free themselves from all that is petty, and yet see that every detail needs care." It should be a cardinal maxim that the true purpose of the school is to fit the child for the duties of the man, to train the whole man in right-mindedness, in personal worth, in character shaped by truth and duty, in the knowledge and achievements necessary for the life of the citizen. That was a striking remark of Governor Russell, "There is an everlasting difference between making a living and making a life."

Inspired by what Mr. Peabody had done, Mr. John F. Slater made a generous gift for the uplift of the lately emancipated race. The new organization, composed of

gentlemen of intelligence and patriotism, among whom were several of our Trustees, has been our cordial fellow-worker, and the friendly coöperation has unified, in some respects, the two funds, prevented conflict and waste, and added to effectiveness. Such schools as Hampton, Claflin, Spelman, Tuskegee, and Tougaloo, disarm scepticism as to the intellectual progress of "the brother in black," demonstrate the utility of industrial education, and prove that what has been done by States, cities, denominations, and benevolent individuals for the race would justify a large increase of effort in the same direction.

New and wiser movements for the advancement of public education have been a marked feature in popular sentiment and action in the last five or six years. In 1898 a few representative men and women met at Capon Springs, West Virginia, for the more thoughtful consideration of the needs of Southern education. In 1901 the voluntary Conference held its session at Winston-Salem, in North Carolina, and an Executive Board was organized under the sympathetic and masterful leadership of Robert C. Ogden. A platform of ideas and purposes was put forth and committees were appointed to organize a campaign for education and to develop, through local agencies, a healthier and more practical sentiment among the people. An educational revival was awakened in the several States where the plans of the Conference were presented, and at large public meetings the Governors took the most active part in counsel and address. In May last, under an invitation from the Legislature of Georgia, cordially reinforced by the press of the State, by the authorities of the University, and the hospitable citizens, a great meeting of this Southern Education Board was held in Athens, which for character of representation, enthusiasm and spirit, breadth and elevation of view, catholicity of patriotism and hopefulness of plans, has never been surpassed in our country. Business and professional men,

the cultured of both sexes, the press of daily journal and magazine, were present in sympathy and thought and action, and progress onwards and upwards was marked by a milestone like those in the old world which have stood for centuries.

These healthful influences generated the awakening of a dormant conscience, suggested that this problem of Southern education was not sectional but national, that an ignorant and corrupt voter was more than a menace to neighborhood or State, that right education was the great motive power of human industry, and that the patriotism and philanthropy needed to grapple with a great exigency were a call to Northern wealth and liberality as well as to Southern energy and sacrifice. The wider consideration of this subject, and to secure efficient and permanent action, induced an organization of a "General Education Board," with William H. Baldwin, Jr., as Chairman, and Wallace Buttrick as Secretary and Executive Officer. Their statement of policy is very comprehensive, including the promotion of education within the United States, without distinction of race, sex, or creed; the development of the public-school system, especially in rural districts, and the establishment of training schools for teachers, especially for teachers of industrial and manual training; to act somewhat as a clearing house for educational statistics and data to be collected by the Board, and to coöperate with other organizations interested in educational work, and to simplify and make effective the general work of education, avoiding unnecessary duplication. To those who know how many agencies are engaged, with expensive machinery, in doing the same work, how schools are uselessly multiplied and locations are unwise, how good people are harassed and often deceived by importunate solicitors of funds for schools which need thorough investigation, how, in many instances, judicious coöperation would achieve a far larger amount of good, this proposed unification of work is a

much needed reform. This "General Education Board" is already in Virginia, North Carolina, Tennessee, Georgia, Alabama, and Louisiana, doing a most useful work — has an outlook for prospective and large usefulness, which, when revealed fully, will be gratifying to every patriot.

Our Dr. Gilman, in his charming reminiscences, too short "and far between," makes mention that the most remarkable change in the whole domain of education is the recognition of the university as an entity distinct from the college. The better apprehension of the utility and functions of the university and of all higher education does not diminish, rather enhances the need and appreciation of universal education. The enlarged methods for special studies, for laboratory work, for original investigation, for extension of science, reflect back upon and make the general education a greater necessity for the individual, and more obviously a claim on Government support. Since the Johns Hopkins University began its work, my acquaintance with Southern universities and colleges has enabled me to see and rejoice in the increased attention paid to science, the larger courses of scientific instruction, and the improved and enthusiastic teaching and study because of the large number of young men introduced into the Faculties with Johns Hopkins diplomas. Ninety-eight institutions have been furnished with at least three hundred professors and instructors.

In connection with and promotive of the larger study of Nature and of Science, any account of Southern education for the last quarter of a century would be imperfect which did not make honorable mention of the excellent and constantly improving work of the various Technological Schools. In Virginia, North Carolina, Tennessee, Georgia, Alabama, Mississippi, etc., these institutions, having their genesis in the Agricultural and Mechanical Colleges, have become potent and most beneficial factors

in meeting public needs and enlarging the true scope of education, so that through industrial and scientific training knowledge shall follow the path of practical usefulness and meet the many-sided wants of modern life. As in teacher-training, in all professional schools, so the students in these special schools for agriculture, mechanic arts, etc., should have such a measure of general education as will enable them to take up promptly and usefully the work of their special and limited training.

Within the last year, under "the evangelistic beneficence" of Mr. Carnegie, a body of Trustees has been incorporated, not as a university for the systematic education of youth in advanced or professional departments, but for the promotion of original research, without excluding any branch of knowledge or imposing any fetters upon the action of the Trustees. Time will give definiteness to purpose and methods, but the Founder, in comprehensive phrase, has stated his aim, by the endowment, "to encourage, in the broadest and most liberal manner, investigation, research, and discovery, to show the application of knowledge to the improvement of mankind, and to afford instruction of an advanced character to students properly qualified to profit thereby." A favorite idea of many persons to associate the name and memory of Washington with something akin to what is accomplished by highest institutions of learning of the old world, has been happily attained by enabling special students to enjoy the advantages of the museums, libraries, laboratories, observatory, meteorological, piscicultural, and forestry schools, and kindred institutions of the several departments of the Government. Those who look with most hopefulness on the great advantages which must accrue to our country and the world from this enterprise, and especially those of us who have for years been his associates and know something of his personal qualities, his large experience, his scholarly aptitudes, his preëminent qualifications for such

a position, are gratified beyond measure that Dr. Daniel C. Gilman has been chosen as the Executive Officer of this important Board.

As interesting to American students and an incident in education worthy of permanent record in our Proceedings, I may be excused for mentioning the remarkable will of Cecil Rhodes, providing for the gathering of a large number of students of the English-speaking race at the University of Oxford. He gave funds by which each American State and Territory and British Colony should be enabled to elect one of the most promising of its sons to enjoy a scholarship at Oxford of three hundred pounds a year. "The third year after the scheme is brought into operation there will be added to the permanent undergraduate population of Oxford about two hundred and fifty students, selected in almost equal halves from the United States and the British Empire."

Your attention is invited to the thoughtful and interesting report of President Porter, of our Peabody College for Teachers, which shows a sympathetic interest in and a careful study of the present and prospective needs of the college. In most of his recommendations I wish to express my cordial concurrence. In fact, from time to time in the years gone by, the Trustees have been invited to approve them. The closing of the Model School and the substitution of a School of Practice, the improvement of library and gymnasium buildings, the erection of additional dormitories, the incorporation of manual training in the regular course of study, are matters too serious to be postponed for another twelve months.

What the college has accomplished should be the prophecy and promise of what may be done hereafter. The original projectors and the wisest friends have never narrowed the institution by State lines. It was intended to be, has been often proclaimed as the great Normal or Teachers' College of the South. It has no rival. Its con-

stituency is the entire South. It has extended its influence and benefits beyond. It is not what it should be. Normal Schools in the States, pedagogical departments, valuable as they are, do not meet the demands, the necessities, of the situation. The manifest improvement in our schools, the growing wealth of our section, the responsibilities of our situation, must have educated leaders, trained teachers of the highest scholarship and culture. The popular enthusiasm for education, the marvellous popularity of summer schools, the overflow of hundreds of Southern teachers to Northern universities for larger preparation, are the proof that our college should earnestly and thoroughly meet the imperative requirements and furnish the needed equipment for those who are to be our teachers. Mere superficial, partial training will not suffice. Summer schools of method may be profitable addenda for universities and colleges, but they are no substitute for teachers trained in colleges, such as we may find suggestive examples of in New York, France, and Prussia. Our college should be placed on a higher scale and be fitted for the best special professional training of different kinds and of the highest quality.

In my last report I stated that Governor Porter had been invited to be the President of the College during a pending interregnum. His long and faithful services in behalf of the college, his varied experience, and his pre-eminent practical abilities and devotion to the institution made the choice a wise one, and the Trustees confirmed the action by requesting him to continue his services. A year's experience, demonstrated aptitude for the delicate position, the approving judgment of a most successful administration by students, faculty, and general public, leave no doubt of the wisdom of the choice; and therefore I recommend that he be made the permanent head of the institution.

LOUISIANA.

The Hon. J. V. Calhoun sends promptly his annual report: —

“ We have had a very successful year. Parish institutes have been held and have been in nearly all cases attended by all the teachers of the parishes, as well as by those from the neighboring parishes. During the month of June six summer schools were held, lasting four weeks each, at Monroe, Ruston, Shreveport, Lafayette, Lake Charles; at Monroe there was also held a summer school of five weeks' duration for colored teachers and applicants, which was very largely attended, so much so as to create a general surprise and favorable comment. The public sentiment in favor of our free schools is becoming more and more gratifying from year to year. The practical effect of this sentiment is seen in the very satisfactory fact that during the past year about eighty communities have resolved themselves into special districts voting special taxes from five to ten mills on the assessed value, and ranging from five to ten years in time. Also there have been erected from date of my last report fifty-eight new school-houses, some of them quite expensive and none of them of the very common order, which indicated the great impoverishment of our State in the late past. Shreveport is to expend seventy thousand dollars for school buildings; Alexandria, fifty thousand dollars for a stately high-school building; Lafayette, twenty-four thousand dollars; Crowley has just completed a twenty-five thousand dollar building; Abbeville, ten thousand; Clinton, six thousand; Richland has built a new school-house, and other towns are soon to follow these laudable examples.

“ Our State Legislature was in session for the sixty days ending July 10th. At a meeting of the parish superintendents a resolution was passed urging all friends of public education to use their efforts to secure from the legislature an appropriation of two mills for the support of the schools; unusual new burdens arising out of our peculiar situation prevented them from doing so much. However, they have increased our State appropriation to the extent of \$150,000.00 per annum for the common schools. In addition, they increased the appropriations for the higher institu-

tions of learning very considerably over their past allowance, making a total of \$301,550.00 among five State institutions, and including five thousand dollars for the Biological Station, located on our Gulf shore. The State University has been the recipient of a gift of twenty-five thousand dollars for a library building which is now in course of erection; the legislature has added handsomely to this gift, and we shall soon have a library building of which our State may well be proud. Our schools are crowded. Our Universities, our State Normal School, our Industrial Institutes, and our high schools and academies are filled to overflowing. Tulane University is moving forward in every path of improvement under the energetic and wisely directed administration of President Alderman. I believe that it will reap in the near future a harvest commensurate with its deserts. We are often charged with being among the hindmost in the march of public education; but I am sure that I am not mistaken in placing the number of our instructed or literate youth at eighty per cent of our whole number. The number of colored children attending our schools has fallen off somewhat during the last two years owing to the fact, at least in part, that many of our colored people have left the State and gone to work on railroads, in mines, and in other occupations afforded them by public improvements in other Southern States and in the North. I commend this school to your favorable consideration.

“Our State Normal School, for white teachers, under its accomplished President, is the pride of our State and grows more and more useful to us from year to year. It is the central fountain from which all our stream of knowledge in the art of teaching flows; the power-house which lights the electric lamps and keeps them burning in every part of the State.”

NORTH CAROLINA.

In this State there has been a great educational awakening resulting in a healthier public sentiment and in practical reforms which will place the State in the forefront of school improvement. Under the active superintendence of Governor Aycock, Superintendent Joyner, and Dr.

McIver, some of the foremost men in the State — presidents, professors, editors, lawyers, etc. — have been making educational speeches, and causing the valleys and mountains of the “Old North State” to ring with the gospel of free schools for all the people. The leading educational forces of the State have heartily united in warring against ignorance. The public press is heartily coöperating. The Southern Educational Board has lent its strong influence and substantial aid to this educational campaign.

The State Normal and Industrial College has had an annual enrolment for the last nine years of between four hundred and five hundred, a large majority of whom have become teachers. The University, the College of Agriculture, the Agricultural and Mechanical College at Greensboro for the colored race, have had a successful year.

There are two classes of public schools, the city schools and the rural schools. All of the cities and larger towns of the State, and many of the smaller towns have excellent public schools open to all children of school age from eight to ten months in the year. All the larger towns and cities have graded and high schools supported by local taxation. From my own knowledge of the work of these schools and of the character of the men at the head of them, I am prepared to believe that few States can offer better educational advantages in their public graded and high schools. The number of such schools has increased rapidly in North Carolina within the last ten or fifteen years until to-day scarcely a single large town in the State is without a good system of graded schools. The smaller towns are rapidly following the example of the larger towns. Within the past twelve months about thirty communities in North Carolina, most of them containing small towns, have voted a local tax upon themselves for the establishment and support of a good system of public schools.

In the North Carolina declaration against illiteracy, it is boldly declared that

“Those towns and cities (and rural communities) that have adopted local taxation have adopted the only means at hand for the adequate education of their children. In adopting this principle of local taxation they secured, first, adequate school funds; second, competent supervision; third, skilled teachers. Lacking any one of this educational trinity no community has ever yet succeeded in establishing the means of complete education for its children.”

I regret that I cannot speak so encouragingly of the educational advantages of the rural school. On account of the sparsity of the population and the small taxable value of the property in many of the agricultural rural communities of the State, these schools are, in the main, poorly equipped and sadly inadequate to the educational needs of the country people. There is, however, a brighter day dawning for them.

TENNESSEE.

Under the direction of the Superintendent of Education, Teachers' Institutes have been held. Besides these, two successful summer schools, with aid from the Peabody Fund, were held. One was at the Peabody Teachers' College under the management of the President of the College, who had as his assistants, with two exceptions, the faculty of the college. This was a great success. Four hundred and fifty teachers were enrolled. The result of the work created a demand for a permanent summer school. At Knoxville the astonishing number of over two thousand teachers were gathered at the University of Tennessee for white students. At the Knoxville College was a school at the same time for colored teachers. Dr. Stanley Hall said, “It is the largest summer school in the world. In num-

ber and interest it has never been surpassed." The President of the Southern Educational Board, says, "It has been far above and beyond anything that was anticipated."

Every State in the South was represented on the program by instructors and lecturers, and the greatest enthusiasm was manifested in the courses offered. A great educational rally was held on the Fourth of July, when, with bands of music and flying banners, an army of women marched through the grounds of the University and listened to patriotic addresses on education. A declaration of principles was made favoring a public-school system which shall be State-supported and State-directed, and under which every child may have the "open door of opportunity;" endorsing local taxation and increased expenditure of money for school purposes, the development of schools along agricultural and mechanical lines, the consolidation of schools, and the professional training of teachers. When the roll was called by States more than four hundred Georgians responded. There were large delegations from the other Southern States, and representatives of nearly every State in the Union.

GEORGIA.

The retirement of Dr. Glenn from the headship of the school-system is a calamity. For eight years he has given heart and mind laboriously and unselfishly to his work. The report of progress during that time as given by him is a wonderful report. His life has been a beneficence to the children. During his official career he has been to me an invaluable assistant, approving and making successful what has been practical and progressive and for the improvement of the schools. The National Educational Association and the Southern Educational Association have honored him with positions of distinction and re-

sponsibility in just recognition of his ability and experience as an educator, and his knowledge of educational affairs in the United States.

Dr. Glenn presents an excellent report from which a few extracts are given, —

“It may not be amiss to give a few statistics showing the growth of education in the State for the last eight years.

“The enrolment in 1894 for the common schools outside of the cities was 439,645. The school fund for 1894 was \$1,093,083. The school fund for 1902 is \$1,538,995. In 1895, when the first census was taken to ascertain the number of normal-trained teachers of the State, it was found the number of such teachers employed by the State was 1,497 white, 198 colored. In 1901 the total number of normal-trained teachers was 2,238; 1,791 white, and 447 colored. In 1894 we had comparatively few modern school-houses. Since that time we have built over 2,000 in the rural districts. In the year 1901 we built 334 new school-houses, at a cost of \$246,380. To my mind the most significant fact in the growth of any school-system is the improvement in the character of the teacher. The improvement in our teachers in Georgia has been due as much to the direct and indirect influence of George Peabody as any other one influence that might be named. The spirit of the man and the teaching of his life have come to us with the administration of his great gift. He gave money to save little children. Our teachers have learned from him to give their lives and the best of their living to save little children. We have over two thousand teachers in Georgia whose normal diplomas have been secured largely through the aid of Mr. Peabody's money. All of our ten thousand teachers even those who have not yet secured diplomas, have still felt the benefits of his money. At summer institutes and summer schools and the two normal schools partially maintained to-day by the Peabody Fund, the ‘Peabody spirit,’ the giving of life that one may have life and have it more abundantly, is the spirit that has grown among all of our teachers. By all of the testimony I have received concerning the work done at summer institutes, I am satisfied that a higher and better grade of work was done this year than ever before. The colored teachers, for whom

most of these summer schools and institutes were held, are very grateful to you and the Peabody board for the great benefit that has come to them through these schools.

“The two normal schools have made most gratifying progress during the year. President Chappel of the Normal and Industrial College at Milledgeville says, among other valuable things: ‘During the past session great improvements have been made in the course of study in the manual training and in the nature-study course which our normal pupils are required to take through the junior and senior years. Our pupil-teachers not only learn the subjects themselves, but are trained to teach them to the children in the model school under the careful direction of the critic teachers. They are also trained by actual practice to instruct the children in free-hand drawing and physical culture, in which subjects they have themselves taken a very thorough course during their freshman, sophomore, and junior years in the college. From all parts of Georgia, where our graduates are teaching in the public schools in the State and in the city graded-schools, we are constantly getting gratifying intelligence of their splendid work, and they themselves almost invariably attribute their success mainly to the Peabody Normal School. But for the generous aid extended to us by the Peabody Fund it would be entirely impossible for us to give our pupils this invaluable and indispensable practical training.’

“President Branson of the State Normal School, Athens, Ga., says: ‘The Normal School registered last year 602 pupils, 247 of whom came to us with first-grade certificates or diplomas from reputable high schools and colleges throughout the State. This fact alone indicates a great advance upon general scholarship of the student body. The opening this year is nearly three times as large as ever before in the history of the school. What is still better, sixty per cent of those who have entered this year are registered, not for ten weeks, as heretofore, but for ten months. In other words, we have for the first time in the history of the school a stable student-body. We are no longer a transient boarding-house, but a school devoted to good work. I consider this stable student-body as marking the first epoch in the progress of the school. Heretofore we have had forty-six students who have been in the school upon our scholarship plan,

and the General Education Board on last April gave us fifty scholarships conditioned upon our raising an additional fifty. This was done, and before the opening of the present year the full amount of \$2,500 was deposited with the cashier of the Savings Bank, and the General Education Board promptly checked us \$5,000 as promised. Our course has been greatly enriched, and the student who wins our full diploma will be presented to the State with the full confidence of the Faculty, as being competent and capable in scholarship and training far beyond what is customary in any State of the South, — at least the Faculty holds to this belief.

“‘Eight years ago we had little or no manual training and nature-studies in any of our schools. To-day all of the leading city schools and many of the country schools have well-arranged courses in both these branches of education.’”

I beg the Trustees to pardon the vanity which includes Dr. Glenn's closing sentence, —

“‘I beg to close this report with a personal word. This will be my last report as State School Commissioner of Georgia. Your personal kindness and generous sympathy have been a great comfort and help to me during the eight years of my official life. I have learned to love you as I have few men. Your great ministry of Education for Georgia, the South, and the entire country will live on when you have ‘passed over the river to rest under the shade of the trees.’ May the merciful Father spare you yet many years to continue this noble ministry to the little children ! When the time does come for you to go, you may be sure that some of us who chance to be left, will stand with uncovered heads while some one whispers as did one of old, ‘Ulysses is away on his wanderings and there is none left in Ithaca strong enough to bend his bow.’”

ALABAMA.

The Hon. J. W. Abercrombie, after four years of splendid work in favor of popular education at public expense, converting a vague sentiment into a principle, having

accepted the Presidency of the State University, Mr. H. C. Gunnels, after an intelligent experience in the Department, has been appointed Superintendent. He sends me statistical reports from schools at Tuskegee, Normal, Montgomery, Livingston, Jacksonville, Troy, and Florence, showing an aggregate of over 3,400 pupils. Unfortunately, in the absence of expert inspection, an institution is more often judged by the number enrolled than by the character of the student body or the ability of the teachers. These schools are far from being exclusively or mainly normal, and in much of the work are not remotely special or professional. Still, the Superintendent says the "Normal Schools are in a prosperous condition. The time was in Alabama when the work of Normal Schools was not appreciated, but that time has passed. The people are becoming alive to the necessity of having professional teachers, and the demand for normal-trained teachers greatly exceeds the supply."

From the report of the excellent President of the Florence College a few sentences are taken, —

"Three years ago, we decided to stop working for mere numbers, and to look more carefully after the character of the students who apply for entrance into the institution. Accordingly rigid entrance examinations are enforced, and have had the desired effect. There has been a slight falling off in the enrolment, which is much more than compensated for by the higher character and better preparation of those who enter the school.

"The character of the work done in the different departments of the school was unusually good. It is the constant effort of the entire Faculty to make each year's work better than that of the preceding year. With this in view, there have been frequent meetings of the Faculty and consultations between teachers, not only upon the school courses, but upon the individual work of each student. We have found our 'experience meetings,' in which each instructor relates the merits and short-comings of each pupil, very helpful. The Manual Training Department,

which has been in successful operation for two years, is now permanently established. The last General Assembly appropriated \$10,000 for the repair of the buildings and grounds. The building is now in excellent condition and a neat iron fence has been placed in front."

MISSISSIPPI.

The energetic Superintendent, Hon. H. L. Whitfield, has devoted much of his time, and successfully, to the question of securing local taxation for increase of school revenues. A few extracts are made from his interesting report, —

"This has been a year of the greatest educational activity, and substantial progress has been made in all departments of our educational work. The last session of the legislature will go down in the history of the State as having done more to promote the cause of public education than any other legislature ever convened in the State. The appropriations for all the colleges of the State, both white and colored, were largely increased. Not only were the current support funds made much larger, but large appropriations were made for buildings, apparatus, etc. The Constitution of the State provides that the legislature shall make an appropriation sufficient to maintain the common schools of the State for a period of four months each year, but authorizes the counties and separate school districts to levy a tax to extend the term furnished by the State. The last legislature increased the previous annual appropriation by \$250,000, making the annual appropriation for the support of the common schools \$1,250,000.

"The general educational sentiment of Mississippi is better than it has ever been. After this year there will not be ten counties with only four-months terms. Seventy-five, practically all, of our towns have organized under our separate school district law, and are having full terms. Comfortable and commodious houses have been erected, and the courses of study enriched. Eternity alone will reveal the influence of the Peabody Fund on educational development. Our awakening dates from the year

Mississippi was permitted to re-participate in the benefits of this fund. We shall always hold you in grateful memory for having used your influence to bring about this act of benefaction for the children of Mississippi."

VIRGINIA.

The Hon. J. C. Southall, as usual, sends a full and satisfactory report. The published reports of preceding years justify a regrettable abridgment of this,—

The State Female Normal School.—"There were enrolled during the past session in the State Female Normal School at Farmville 422 pupils as against 409 during the previous year. During the eighteen years of the existence of this school about four thousand students have matriculated in it, of whom about four hundred have graduated from it. Nearly all these graduates are now, or have been teachers in the public schools of Virginia. Many others who have enjoyed its advantages have become teachers in the public schools and have aided in spreading abroad throughout the Commonwealth the methods of instruction and the zeal for public education imparted at this excellent institution.

"The General Assembly at its last regular session made a special appropriation of twenty thousand dollars for an additional building. Dr. Robert Frazer, for the past four years the efficient president of the school, resigned at the end of the first half session to accept a position in the service of the Southern Education Board, and Professor J. L. Jarman, of Emory and Henry College was elected to succeed him."

The Hampton Normal and Agricultural Institute.—"The full reports that have been sent in previous years touching the Hampton Institute and your own thorough knowledge of the school render it unnecessary that I should give any detailed account of the work done at this great institution during the last school year. One thousand and seventy-nine students attended the school during the last session; but these were only a small fraction of the great number of young negroes who are annually deriving inestimable benefits from this hive of intellectual and

industrial training. The great mission of Hampton is to teach the doctrine of honest work and honest living, and right well is the school fulfilling this mission. Hampton graduates are to be found in nearly all the industrial schools for negroes in the Southern States, and the demand for them is growing larger with every year."

The Virginia Normal and Industrial Institute.—"The most significant event in the history of this school was the action of the General Assembly in changing its name from the Virginia Normal and Collegiate Institute to the Virginia Normal and Industrial Institute, and in so amending its charter as to abolish the classical course and to substitute therefor a thorough course of manual and industrial training; and instructors of ability, thorough training, and ample experience have been selected to conduct this department of the school. This reform in the course of study is one for which I have labored since my induction into the office as Superintendent of Public Instruction, and I confidently believe that its consummation will mark an epoch in the history of the school.

"Four State-Peabody Normal Schools, two for white and two for colored teachers, were held in this State. The total enrolment of teachers in these schools was 1,813, of whom 1,129 were white, and 684 were colored. This was by far the largest enrolment of teachers that our summer schools have ever had, and it is confidently believed that the work done was the most satisfactory. The accompanying printed sheets will serve to give some idea of the distinguished ability of the instructors and of the extent and character of the instruction. All these schools continued for four weeks, and the university courses of the School of Methods continued for six weeks. I am convinced that these schools are continuing to do an indispensable work for the educational system of the State.

"In 1901 there were enrolled in the public schools of the Commonwealth 258,222 white and 123,339 colored pupils as against 241,669 white and 117,129 colored pupils for the preceding year, showing a total increase of 20,732. From statistics carefully compiled from reports made to this office by the county and city superintendents, it is ascertained that the schools for negroes in this State cost annually about \$445,000.

"It is gratifying to observe an aroused public interest in the public schools of the State. On every hand indications are multiplying to show that the people are taking a more active interest in the improvement of the schools. This is especially true of the schools in the country districts. The new educational forces that are now at work, chief among which is the Southern Education Board, promise to produce a revolution or rather a revival in this Commonwealth that will usher in the realization of the dream of Jefferson. To participate in this great movement should be the aspiration of every loyal son and daughter of the Old Dominion."

ARKANSAS.

The Superintendent, Hon. J. J. Doyne, reports, —

"The educational affairs of Arkansas show a marked improvement for the past year. There is a gain of several thousand in the enumeration reports from the various districts, and a gain of nearly forty thousand in the enrolment in the schools. The average number of days taught has also been much increased, being 91 $\frac{5}{6}$ for the present year, and we shall have the largest per capita apportionment from our school-fund for educational purposes that has been made for several years. As you are specially interested in the normal and institute work of the State, allow me to say that our legislature has failed to make any appropriation for the past two years. The county examiners in almost every county have held institutes and the report for the year just closed shows that 94 institutes were held in the State with an enrolment of 4,040 teachers, being something over 75 per cent of the teaching force of these counties.

"Through your kindness in securing from the funds under your control the sum of \$900 to be used to aid worthy schools in our State, the school districts of Lonoke, Salem, and Conway have been given \$300 each to supplement teachers' salaries."

WEST VIRGINIA.

The Hon. Thomas C. Miller says, —

“Upon the whole I can report the work of this year very satisfactory. The attendance at the institutes was larger than ever before and a good degree of interest manifested everywhere. Under the Peabody Fund I employed Doctors Houck, Albert, and Brumbaugh of Pennsylvania, Powell of Ohio, and Sanford of New York, all of whom rendered most excellent service.”

TEXAS.

The intelligent and capable Superintendent, the Hon. Arthur Levre says, —

“In brief supplementation of the financial statements forwarded on August 18th, I beg to report an unusually successful year's work on the part of the State Normal Schools who have received the benefits of the noble generosity of the Peabody Fund, namely, the Sam Houston State Normal Institute, the North Texas Normal School at Denton, and the Prairie View Negro Normal School. In my judgment, a period of distinct advance and invigoration in Normal School work is at hand in this State, and if the new State Normal School to be located at San Marcos be organized wisely, I am sure that a fresh demand for properly qualified teachers for the elementary schools will respond to the more nearly adequate supply that can be afforded by three large and rapidly growing and mutually stimulative institutions, as compared with what has been possible heretofore with but one State Normal School; for, of course, the attendance at Sam Houston has been nowise diminished by the opening of the even more numerous attended school at Denton, and a similar experience will undoubtedly follow the opening of the Southwest Texas Normal School at San Marcos.

“That the dignity and efficiency of the Normal School work has been materially augmented by the supplementation of the salaries of the Principals and teachers through the Peabody dona-

tions can be doubted by no competent judge. I am anxious to assure you that both the purpose and effect of your policies in the past are thoroughly and gratefully approved by all whose intelligence and knowledge of the questions involved entitles them to the slightest consideration on your part or on that of your honorable Board of Trustees."

Distribution of Income since October 1, 1901.

ALABAMA.

Florence	\$1,600.00	
Troy	1,600.00	
Tuskegee	1,600.00	
Montgomery	1,400.00	
Jacksonville	400.00	
	<hr/>	\$6,600.00

ARKANSAS.

Lonoke	\$300.00	
Conway	300.00	
Salem	300.00	
	<hr/>	900.00

FLORIDA.

Normal School	\$300.00	
Institutes	1,200.00	
	<hr/>	1,500.00

GEORGIA.

Milledgeville	\$2,000.00	
Athens	2,000.00	
Dahlonega	400.00	
Institutes	1600.00	
	<hr/>	6,000.00

LOUISIANA.

Natchitoches	\$2,000.00	
Alexandria	500.00	
Institutes	1,700.00	
	<hr/>	4,200.00

MISSISSIPPI.

Institutes	\$2,500.00
----------------------	------------

NORTH CAROLINA.

Greensboro	\$2,000.00
Winston	500.00
Public Schools	<u>1,400.00</u>
	3,900.00

SOUTH CAROLINA.

Winthrop Normal	\$2,200.00
Institutes	<u>1,900.00</u>
	4,100.00

TENNESSEE.

Peabody Summer School	\$750.00
Knoxville Summer School	<u>750.00</u>
	1,500.00

TEXAS.

Sam Houston Normal	\$2,000.00
Denton Normal	800.00
Prairie View	<u>300.00</u>
	3,100.00

VIRGINIA.

Hampton	\$1,900.00
Farmville	1,500.00
Petersburg	500.00
Institutes	<u>1,400.00</u>
	5,300.00

WEST VIRGINIA.

Institutes	1,500.00
----------------------	----------

PEABODY NORMAL COLLEGE.

Salaries	\$14,100.00
Library	<u>500.00</u>
	14,600.00

PEABODY SCHOLARSHIPS.

Alabama	\$1,430.36
Arkansas	2,160.88
Florida	1,138.58
Georgia	2,113.62
Louisiana	1,749.14
Mississippi	1,661.75
North Carolina	2,464.40
South Carolina	1,706.07
Tennessee	3,569.73
Texas	2,602.40
Virginia	2,364.48
West Virginia	1,329.00
	<hr/>
	\$24,180.41
	<hr/>
	\$79,880.41

J. L. M. CURRY,

General Agent.

WASHINGTON, D.C., Sept. 30, 1902.

Dr. CURRY also offered President PORTER's Report, which was accepted, and will be found in the Appendix.

Governor PORTER was then chosen President of the Peabody Normal College for the next year; and it was voted that he should receive the same salary as he had the last year.

In behalf of the Committee of Three appointed at the last meeting, Governor PORTER presented the following Report:—

At a meeting—held November 26th, 1901, at the Peabody College in Nashville—of the Committee appointed at the annual meeting of the Trustees of the Peabody Education Fund, in New York, November 7th, 1901, “to visit

Nashville and collect all available facts as to the present and prospective status of the Normal College, and to report fully at the next Annual Meeting, with such recommendations as may seem to them wise," James D. Porter, W. A. Courtenay, and J. L. M. Curry, all the members of the Committee, were present. The following Resolutions were adopted:

That, in the opinion of this Committee, the offer, without conditions, of the conveyance of the 16 acres of ground and the buildings now occupied by the Peabody Normal College at Nashville be made to the "Peabody Education Fund."

That, in the opinion of this Committee, there are needed for the immediate uses of the College two dormitories for students; a fire-proof library building; increased facilities for teaching purposes; an enlarged auditorium or chapel; and a gymnasium with modern appliances, large enough to accommodate the students of the college.

That, in the opinion of this Committee, the Resolution of Senator Hoar at the last meeting of the Board of Trustees that a "Local Council, etc.," be appointed for the management of the College should be adopted. Assuming that the Board will adopt this Resolution, your Committee names the following persons: W. W. Berry, Esq., President of the American National Bank of Nashville; Hon. W. K. McAllister, Judge of the Supreme Court of Tennessee; Hon. J. W. Bonner, of the Circuit Court of Davidson County; J. M. Gaut, Esq., of the Nashville Bar.

That, in the opinion of this Committee, the fixing of salaries, the expenditures of all the incidental fund shall be left to the President, with the advice and consent of the Local Council.

That the Secretary be authorized to employ such assistance as may be necessary to secure full information relating to the expenditures of the College for the past five years.

That, in the opinion of this Committee, the ground offered by the Maplewood Land Improvement Company for the location of the College is too far from the city and the supply of water is insufficient.

JAS. D. PORTER.	} Committee.
WM. A. COURTENAY.	
J. L. M. CURRY.	

On motion of Mr. MORGAN the following Resolution was passed : —

Resolved, That the General Agent, with the concurrence of the Executive Committee, be authorized to secure a competent aid in the discharge of his duties, and that a sum not exceeding \$2,000 a year be appropriated for this purpose.

Senator HOAR, from the Committee appointed at the last meeting to consider the legal aspect of the Nashville property in connection with the Peabody Education Fund, submitted the following Report, signed by himself as Chairman, and Mr. Choate : —

The undersigned, who were appointed at the meeting of the Trustees, held on the seventh of November, 1901, "to consider the legal aspects of the Nashville property in connection with the Peabody Education Fund," and "report at the next meeting of the Board," have examined the matter submitted to them, and respectfully report.

The documents submitted to them consist of various Acts of the Legislature of Tennessee, establishing Cumberland College, changing its name to The University of Nashville, and giving said Institution certain authority, an abstract of title of the University of Nashville to the property upon which is situated the Peabody Normal

College, and the form of a proposed deed from the Nashville University to the Trustees of the Peabody Fund.

The Committee think: first, that the Nashville University owns said real estate in fee, and without encumbrance.

Second, that the title is held in trust to use and apply the property for educational purposes.

Third, that it is quite doubtful whether the several Acts of the Legislature cited authorize the University to abdicate its own functions, or discharge it from its own duties as trustees and substitute therein the Peabody Trustees, while it seems to be clear that the University is empowered to arrange with the Peabody Trustees only for a "Normal School" and not for a "college or other educational institution" as seems to be the scheme of the proposed deed.

Fourth, the proposed deed does not follow the vote of the University Trustees in the matter of the re-investment of the proceeds of the Trust in case of sale, and is defective in that the consideration is declared to be an intention of the grantees, without distinctly, and in terms, creating an obligation to establish and permanently to endow such an Institution, while the habendum of the deed does not limit or define the special purpose for which this real estate is to be used.

Fifth, if the acceptance of the deed as proposed commits the Peabody Trustees to any obligation whatever, it requires them to establish and endow a college or other educational institution, an obligation which the judicial tribunals, having jurisdiction of the subject and the parties would have power to enforce.

It does not therefore seem to the Committee that it would be wise or safe for the Trustees to accept the proposed deed.

GEORGE F. HOAR.
JOSEPH H. CHOATE.

October 1, 1902.

Senator HOAR said that Mr. Olney would undoubtedly have signed the report if he had been present at the meeting, as he expected until within a day or two.

He submitted also the following letter from Mr. Olney. It states his opinion upon the subject a little more at length.

BOSTON, 7 August, 1902.

MY DEAR SENATOR:— Since writing you yesterday I have looked over the papers relating to the proposed conveyance to the Peabody Trustees of the Nashville real estate now occupied by the Trustees in connection with the Peabody Normal College. It seems to me clear that the Trustees ought not to accept the deed in its present form.

1. That the grantor, the University of Nashville, owns the real estate in fee and without incumbrance — in accordance with the opinion of Mr. Berry — may, I think, be safely assumed.

2. But the grantor holds this real estate, as all its other property, on a perpetual trust to use and apply the same for educational purposes — or, as the act of the Legislature which constitutes the University charter expresses it, “for the benefit of the said College.”

The grantor may undoubtedly sell the real estate for an adequate money consideration and give a good title in fee, in which case the proceeds would be held on the same trust as the property sold.

But, except by legislative authority, and then only if a change in the Trustee would not of itself amount to a breach of trust, the grantor cannot relieve itself of the trusts upon which it holds the real estate by conveying the property to another trustee to administer upon the

same trust — *a fortiori* it cannot so relieve itself by conveying to another trustee upon trusts which are not the same.

3. The theory of the grantor evidently is that the Legislature of Tennessee has given the grantor the requisite authority to assign its Trusteeship of this real estate to the Peabody Trustees, and to convey to them the real estate for no other consideration than their implied or express assumption of certain trusts respecting it.

4. This theory, so far as I am informed, rests upon no other foundation than Chap. 104 of the Acts of 1875, which provides that the grantor (the University) may arrange with the Peabody Trustees "or other Association, for the establishment of a Normal School; provided that any trust funds heretofore bequeathed to said University, shall be only used in accordance with the purposes of the trust."

From this proviso, it may perhaps be fairly inferred that with a view to and for the purpose of the authorized arrangement, it would be competent for the grantor to use and apply any property not held by it on inconsistent trusts.

But it is a much more serious and doubtful question whether, by this power to arrange with the Peabody Trustees for a Normal School, the Legislature meant to permit the grantor, a Tennessee Corporation, to abdicate any of its functions or relieve itself of any of its duties, and to accept in its place the Peabody Trustees, a New York Corporation.

There is a strong presumption against the Legislature having any such intention. In the absence of express words to that effect, it can be imputed to the Legislature only by necessary implication.

It is evident, however, that the establishment of a Normal School by arrangement with the Peabody Trustees does not and did not necessarily involve superseding the

grantor as trustee, nor permanently alienating the grantor's funds, but might be accomplished by a variety of methods.

In point of fact, indeed, the Legislature probably had in mind the well settled and notorious policy of the Peabody Trustees, and by the contemplated arrangement with them for a Normal School, were desiring and expecting nothing more than an annual grant of income for such a school.

5. Even, however, if it be assumed that the Act of 1875 contemplates and authorizes a permanent alienation of the grantor's property to a new trustee to be held and administered upon certain designated trusts, the proposed conveyance seems to me open to serious objections.

Your suggestion that the deed does not follow the vote of the University Trustees in the matter of the reinvestment of proceeds and should be amended in that particular is of course correct. But it seems to me the deed is also defective in that the consideration is declared to be "an intention of the grantees to establish and permanently endow a college or other educational institution on the grounds herein described" — while the habendum runs to the "Trustees of the Peabody Education Fund and their successors and assigns forever" without limitation or definition of any special purpose for which this particular real estate is to be used.

In the first place, in the interest of both parties, the deed should be clear, explicit, and consistent in all its parts, and the undertaking of the grantees, whatever it is, should appear to be the same in both the consideration and the habendum clauses.

In the next place, what both parties mean, I suppose, certainly what the grantor ought to mean, is that the real estate should be conveyed, not in consideration of an "intention," but in consideration of a contract to use and apply the fund for the stipulated purpose.

If it be said that, if the grantor does not insist upon a

contract by the grantees but is satisfied with their present intention, the grantees should not complain, it is a perfect answer, I think, that it is bad policy for the Peabody Trustees to accept deeds or enter into obligations whose language is obscure or equivocal, and is only too likely to sooner or later involve them in vexatious litigation.

In the third place, the deed as drawn, if it commits the Peabody Trustees to anything, commits them to the establishment and permanent endowment "of a college or other educational institution" on the land conveyed.

But this language is altogether too broad, since by the Act of 1875, the only legislative authority for the grantor's conveyance, all the grantor is empowered to arrange for is the establishment of a Normal School.

Without going more at large into the matter, and standing ready to defer entirely to the better judgment of yourself and Mr. Choate upon the whole subject, my conclusion is that, in order to carry out the obvious purpose in view, the University of Nashville should seek and procure additional legislative authority explicitly enabling it to convey to the Peabody Trustees in consideration of certain definite trusts and obligations to be assumed by them.

Very truly yours,

RICHARD OLNEY.

HON. GEORGE F. HOAR.

Senator HOAR added:

I wish to say, speaking for myself alone, that I am very strongly indeed impressed by the reason which I have stated in a few words in the closing sentence of the report.

The proposed deed declares that it is in consideration of the intention of the Trustees of the Peabody Education Fund to establish and permanently endow a College or educational institution, on the grounds therein described.

I am afraid that the acceptance of the deed would create a legal obligation on the part of the Trustees to permanently endow and maintain such an institution as is described. This obligation is one that could be enforced by a judicial tribunal, whether State or National, having jurisdiction of the subject. It might be that hereafter, as new and costly methods of education are introduced, the discharge of such an obligation might be claimed to require the expenditure of the whole of the income of our Fund. I am unwilling to assume an obligation which might deprive the Board of its discretion as to the proper objects of expenditure for educational purposes, and leave it in the power of any Court to compel the Board to make any expenditure whatever for any particular object, except at its discretion.

If such a deed be accepted, it should explicitly state that the future maintenance, support, and extent of the endowment of such Institution shall be wholly at the discretion of the Peabody Trustees, and that they incur no legal or equitable obligation whatever beyond the exercise of such discretion.

Senator HOAR moved that the report be accepted and adopted; which motion was carried.

He further moved that in the opinion of the Board it is not expedient to accept the proposed deed. The motion was adopted.

The following gentlemen, of Nashville, were appointed as an Advisory Committee, under Senator HOAR's motion of last year:—

WILLIAM W. BERRY, Esq., Judge WILLIAM K. McALLISTER, Judge J. WILLIS BONNER, and Hon. JOHN M. GAUT.

Mr. MORGAN, the Treasurer, made his Report, which was referred to Judge SOMERVILLE and Dr. GILMAN as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

Mr. MORGAN also offered a Resolution, which was passed, as follows:—

Resolved, That a Committee of Three, consisting of the Chairman, Mr. Olney, and Senator Hoar, be appointed to consider the rights of this corporation as to investments of its funds, and to report at a special or the annual meeting of the Board.

On motion of Mr. MORGAN, the Right Reverend WILLIAM CROSWELL DOANE, of Albany, New York, was unanimously chosen a Trustee to fill the vacancy caused by the death of Bishop Whipple.

On motion of Dr. GILMAN, MORRIS K. JESUP, Esq., of New York, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. EVARTS.

Judge SOMERVILLE, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct, and properly vouched; which report was accepted.

On motion it was voted that the sum of \$500— if in the judgment of the Executive Committee it is practicable—be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of Governor PORTER.

After a full discussion of the subject the following Resolutions were duly passed:—

Whereas, from time to time, the Presidents of the Peabody Normal College, Dr. Payne and Governor Porter, and the General Agent of this Board have made various suggestions and recommendations looking to improvements in the College; therefore

Resolved, That the Chairman appoint a Committee to consider the needs and opportunities of the College and to report what, in their judgment, should be done to increase the efficiency thereof, and to make and continue it as a fit memorial to Mr. Peabody and as a great Teachers' Training College for the Southern States.

Secondly, That the Committee prepare a Report to be submitted at a meeting of the Board to be called by the Chairman next January, in Washington, to act upon the recommendations. This Report to be printed in advance and furnished to each Trustee.

It was also voted that the Chairman of the Board should be a member of this Committee, who were named as follows: Messrs. GILMAN, HOAR, PORTER, SMITH, FENNER, and CURRY.

The following Resolutions were passed:—

Whereas, the General Education Board, in its comprehensive "Statement of Policy," embraces in its objects generous aid to the people of the Southern States in their efforts for "the promotion of public education," and declares its purpose to "co-operate with other organizations engaged in Educational work," thus avoiding unnecessary duplication and simplifying and making more effective the general work; and to this end will further the establishment of Training Schools for teachers; therefore

Resolved, That Chief-Justice Fuller, and Messrs. Mor-

gan, Olney, Somerville, Wetmore, and Courtenay be appointed a Committee to seek a conference with the General Education Board with a view of ascertaining, and, if possible, agreeing upon feasible and adequate methods of co-operation, including especially the building up of the Peabody Normal College.

Secondly, That this Committee is requested to be prepared to make its Report at a special meeting to be called in January next.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

The Standing Committees were then appointed, as follows:—

Executive Committee: Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, Hon. HOKE SMITH, with the Chairman, Chief-Justice FULLER, *ex officio*.

Finance Committee: Chief-Justice FULLER, Hon. GEORGE PEABODY WETMORE, Hon. HENDERSON M. SOMERVILLE, Hon. RICHARD OLNEY, Hon. GEORGE F. HOAR, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

It was also voted that the next Annual Meeting of the Trustees be held in New York, on the first Wednesday of October, 1903, with a discretionary

authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,

Secretary.

APPENDIX A.

Annual Report of the President of the Peabody College for Teachers.

HON. J. L. M. CURRY, *General Agent.*

The number of students attending the Peabody College for the year ending on the 28th of May last was 577. Sixty-eight applicants for admission were rejected because of insufficient education to enter the Junior class. There was no relaxation of the rule requiring candidates to pass the prescribed examination, but they were permitted to enter a preparatory class where conditions could be removed ; a few availed themselves of this privilege, and were in time admitted to the regular classes.

The general health has been good ; no death has occurred ; no criticism of the character and deportment of the student body can be made, and the year has been a prosperous one for the College.

The degree of Licentiate of Instruction was conferred on one hundred and fourteen candidates for graduation. Twelve candidates were rejected because of their inability to pass the usual examination. Conditions were imposed upon them, for deficiencies in one or more studies ; an opportunity was afforded them to remove deficiencies by study at the Summer School ; this was successfully accomplished by three candidates.

Thirty-four candidates for the degrees of Bachelor of Arts, Master of Arts, Bachelor of Letters, and Bachelor of Science finished the prescribed course of study and received the degrees.

The higher degrees were conferred by the University of Nashville ; the Peabody College has no authority to confer the higher degrees.

There are many students who seek a higher education than that offered in the two-years course, and from the organization of the College under the Presidency of Dr. Stearns, the privileges and franchises of the University have been employed to satisfy this demand. The authorities of the University have accorded

supreme control to the President of the College, of its property, franchises, and income.

Now that the property of the University has been conveyed by deed to the Trustees of the Peabody Education Fund, upon its acceptance the income of the University — amounting to three thousand dollars per annum — will be withdrawn. This income has been enjoyed by the Peabody College for twenty-five years, and has been expended for such purposes as the President might prescribe.

Candidates for the degrees of Master of Arts, and Bachelor of Arts, have been required to pursue the study of certain modern languages. The salary of the instructor has been paid from the income of a fund of which the University is Trustee.

The Peabody College should be made a chartered institution, with all the powers and privileges of any college in the country ; until this is done with a proper endowment, the alliance between it and the University, the result of use and custom, should be continued. This arrangement secures the income of the University, and the income from the Trust Fund appropriated to the employment of a teacher of modern languages. This alliance can be terminated by the Peabody College without notice.

The Model School, the School of Observation, is an excellent one, but it exhibits no results that will justify its continuance. It was established under provisions made by the Peabody Board ; otherwise I would have closed it, with the close of the last scholastic year. I did not feel at liberty to act in this matter without authority ; if this is communicated to me, I will suspend the exercises of the school at the close of the next scholastic year.

A School of Practice is what the College now needs. Arrangements can be made by which it can be provided ; through this agency a new spirit can be aroused, and a system inaugurated that now commands the approval of the most enlightened directors and instructors in modern Schools for Teachers.

Manual Training.

Members of the Faculty conducted classes on different days to the manual-training department of one of the city schools, — under the direction of an experienced teacher. It was a revelation to our instructors and students. The value of the system

now practised in all the leading schools was illustrated, and the importance of preparing our students to teach it was fully demonstrated. I respectfully ask the Trustees of the Peabody Education Fund for an appropriation sufficient to equip this department. One thousand dollars will supply the equipment, to which must be added not less than two thousand dollars with which to pay the salaries of two instructors.

For many years certain schools of high grade and pedagogical aim have been our constant feeders. Conspicuous among these are William and Mary College, Virginia; Winthrop College, South Carolina; and the State Normal Schools of West Virginia at Fairmount, of North Carolina at Greensboro, of Georgia at Athens, of Alabama at Florence and Troy, of Louisiana at Natchitoches, and of Texas at Huntsville. Hitherto the lack of definite arrangements with these schools has doubtless hindered our progress, for otherwise we might have drawn from their graduates even more largely. And at the same time we have thus blocked the most natural outlet for their graduates who wish to do advanced work, inasmuch as our school has facilities which allow it easily to attract such students, when properly informed and given due consideration for the work already done in those schools.

To remove this bar to the best growth of those schools and of our own school, we wish now to heed the call made by this situation. We intend to offer henceforth a definite schedule of credits for graduates of these schools who shall come to us for higher work. This arrangement is called for by many considerations:

1. There is a constant stream of students from them to us.
2. The patronage we have thus enjoyed and the confidence they have shown need a fitting return at our hands.
3. Appreciation from us is due the very kind appreciation toward us during all these years, and will tend very strongly to build up the mutual respect upon which we wish to build our efforts for the South.
4. Good understanding and friendly helpfulness among us all will most powerfully reinforce the individual work of the different teachers' schools and help forward the work for teachers and for schools throughout the entire South.
5. The schools mentioned have grown to a high degree of efficiency now and lay a splendid

foundation for scholarship and professional knowledge in their graduates. 6. They were already in close touch with us, but a more perfect articulation would be of great mutual advantage. 7. The community of interest and aim is already emphasized by the fact that in each of these schools we have one or more of our graduates as influential members of the Faculty. To enhance this solidarity still farther cannot fail to be a powerful aid to the efficiency of all the schools involved. 8. Finally and perhaps greatest of all, this arrangement is needed so that their graduates may have credit and begin advanced work in a school whose aim is the complete and true education of teachers. Heretofore we have had no more special offers to make such students than any of the schools without pedagogical aim. This neglect and real hardship we now wish to remedy, and we feel sure of a cordial reception of this offer from all the schools named. Their students can now accomplish more with us in the same period of residence, inasmuch as they can begin where they left off.

The College should have a representative in the field to visit the leading high schools and normal schools in all the Southern States. The purpose of these visits should be to gather from personal observations such data as would enable the administration to keep in closer touch with the educational conditions of the several States, and (2) by conference with superintendents and principals, to establish such relations of reciprocity as would give to the College a well organized system of feeders throughout the South.

I would recommend an appropriation which would enable the College to carry on this work.

The department of education is in great need of additional teaching force. There are at present but two instructors for the departments of philosophy and education. These two have to give instruction to six hundred students in the subjects of these departments and teach the first three grades in the Model School. It is impossible for instructors to do scholarly work in so many subjects, and equally impossible for them to do real teaching with classes numbering from 125 to 160, as some of them do at present.

Scholarships.

To maintain the prestige of the College, the appropriation for this purpose should be continued. The competition for scholarships secures the very best material for teachers. It is suggested that the appropriation for this purpose be limited to one person from the Congressional Districts of the South, and that students beyond this number be required to pay a reasonable sum for tuition. The time has passed in the history of the College when mere numbers are desirable.

The deed executed by the authorities of the University of Nashville to the Trustees of the Peabody Education Fund was duly executed and was forwarded to the Chairman of the Board, and is now, I am informed, in the hands of the Committee appointed to consider its sufficiency.

The Committee appointed to consider the question of the acceptance of the gift of a hundred acres, offered as a site for the College, decided that it was not a desirable location and recommended that the further consideration of the proposition be dismissed. The same Committee reported that the "present condition of the College in buildings and equipment is very poor; there is need of dormitories, a spacious auditorium, library building, gymnasium, increased facilities for teaching." This report was signed by the General Agent, Mr. Courtenay, and the undersigned, and was in due time filed with the chairman.

Summer School.

A new endeavor was undertaken this year to meet new demands and accept new possibilities. This was a summer session of the College, with which we combined a number of courses and lectures to serve the purpose of an institute. This movement was demanded by the new conditions brought about in many ways:

1. Teachers need fuller scholarship than demanded a few years ago in our public schools.
2. They lack contact with important movements and men, which are not to be met with in the ordinary course of their daily calling.
3. Nor can these deficiencies be adequately met in the ordinary teachers' institutes.
4. This general enlargement of horizon needs to be combined with defi-

nite training in scholarship. The first calls for lectures by distinguished educators, for discussions and conferences, for residence in a college atmosphere. The second calls for the dynamic side of the college life, for rigorous and methodical work in the recitation hall. 5. When this combination is formed in the same institution we have the ideal arrangement. Divorce the college and the institute and you hamper both for the teacher. Chautauquas and educational camp-meetings are very temporary and superficial in their efficiency. 6. The teacher must have all these opportunities offered him in the summer vacation.

To meet these needs and offer these opportunities properly and with effect, large resources are required. 1. A minimum of fees is desirable, hence funds must come from other sources than students. 2. Noted educators must be secured to lecture, and this is expensive. 3. Specialists in the class-room must be well paid and incompetent instructors will be even more ruinous here than in regular sessions. 4. Full equipment and competent faculty of large numbers are needful.

The success of our first experiment has been beyond our fondest expectations :

1. The reception given by teachers throughout the South was cordial and substantial. 2. Our attendance was all that we could accommodate, being almost as large as that of the regular session. 3. The class of students was higher, and most of them took hold of strenuous work with serious and intelligent purpose. 4. Organic and systematic summer work, with credit leading to the diplomas and degrees of a teachers' college, is the most urgent need and persistent demand of the present.

The Library

is well conducted ; and, thanks to the liberality of the Peabody Board, grows in value and usefulness. It is used by all students and is the greatest factor in assisting and providing education and instruction. It should be enlarged and kept abreast with the spirit of current thought and opinion.

The members of the Faculty of the College have been earnest and faithful, and have given to me a loyal support. I repeat and endorse the judgment of an eminent educator given to the General

Agent a year ago, "that the salaries of several of your teachers are too low. Such a situation condemns these men to hopeless poverty."

The account of John M. Bass, Esq., the efficient Secretary of the College, has been audited by a professional accountant and found correct.

His vouchers showing the amount of receipts and disbursements are filed with the Treasurer of the Peabody Board.

Respectfully submitted,

JAS. D. PORTER,

President.

NASHVILLE, TENN., Sept. 1, 1902.

APPENDIX B.

Since sending the Annual Report to the printer, this personal letter has been received from one of the most popular and experienced educators of his State. As it is confirmatory testimony as to the influence of the Peabody Education Fund, it is included, with the presumed acquiescence of the Trustees, in our historical records, and the less reluctantly because these Proceedings will probably close my official connection with the Trust.

September 11, 1902.

HON. J. M. CURRY, *Asheville, N. C.*

DEAR DR. CURRY:—I sincerely hope that you are still improving, and it is my earnest prayer that you may soon be restored to health and strength. I can conceive of no greater calamity that could befall our educational work in the South at this critical period than the loss of your wise counsel and valuable services. I doubt if you realize what an inspiration you have been to us younger men engaged in the educational work of North Carolina, and what a warm place you hold in our hearts. You have been for many years a sort of educational father in sympathy and wise counsel and tender regard for many of us, and especially to me.

I feel greatly encouraged at the outlook for education in this State. I have spent most of my time, since my appointment to this office last February, in the field, travelling in all sections of North Carolina and speaking to our people on education. My observation and experience convince me that there is among our people a deep-seated and permanent interest in education, such as has not before existed among the masses of the people in North Carolina. I have been greatly encouraged by the interest and enthusiasm of the people in the rural districts. I believe that many of them have at last realized that the preservation of the rural population and the prevention of the disastrous drains by the towns and cities upon the very best blood of the country depend upon the upbuilding of the rural schools.

As you know, there has been in progress in this State this summer a campaign of education under the direction of the Executive Committee of the Educational Conference that met in Raleigh in February, aided by the Southern Education Board, that has supplied, through its Director, Dr. Chas. D. McIver, the funds for carrying on this campaign. This Conference, as you know, was composed of representatives of all the leading schools and colleges, public, private, and denominational, in the State. The Conference issued a strong address against illiteracy and appointed an Executive Committee, consisting of the State Superintendent, the Governor, and Dr. Charles D. McIver, to organize and plan the work. As such a conference truthfully indicates, there is at last the heartiest co-operation of all the educational forces for the upbuilding of the public schools and the banishment of ignorance from the State.

The campaign that was organized and carried on under the general direction of this Executive Committee has covered thirty or forty counties. Many of the strongest speakers of the State, including teachers, preachers, editors, and politicians, have taken part in this campaign. The reports from these speakers show that large crowds have attended the speakings and that much interest has been aroused. Consolidation of districts, improvement of public school houses, and local taxation are the three questions that have been emphasized.

By the aid of the Southern Education Board the State Superintendent has been enabled to hold three conferences with County Superintendents: one at Greensboro, one at Charlotte, and one at Hickory. There were in attendance at these conferences the Superintendents of about sixty counties. These conferences have been exceedingly helpful in bringing about uniformity and co-operation between State Superintendent and County Superintendents in the educational work of the State. They have afforded the State Superintendent an opportunity of meeting and advising with his lieutenants in this great work and securing their sympathy and support. With the aid of the General Education Board a State Conference of County Superintendents will probably be held in October.

All the leading papers of the State have freely aided by advertisements and editorials our educational work. The press seems

in hearty sympathy with our efforts for the improvement of the public schools.

As you know, all of the cities and larger towns and many of the smaller towns have established through local taxation a system of public graded schools running for eight or ten months in the year. During the summer, as one of the results of the awakened educational interest, several rural districts have adopted a local tax for their schools. Elections have been ordered in others, and in still others they are agitating the question and expect to vote on it next spring. In many counties of the State the work of consolidation of districts has already begun, and the results are very satisfactory. I believe that there will be a large decrease in the number of school districts in North Carolina during the next twelve months.

It is my purpose to carry on the educational agitation with mouth and pen during the remainder of my administration, so long as I shall be blessed with strength and power to conduct the work.

It is evident to one who has watched with intense interest the educational work in this State for nearly a quarter of a century and who has been engaged in it during all those years, that there is a permanent educational awakening and progress in the State that must result in the near future in the upbuilding of all of our schools, the banishment of illiteracy, and the enlightenment of the masses of our people.

It would be impossible to calculate the influence of the Peabody fund and of its able Agent in paving the way for this new educational era in the State. During the long dark years when seemingly there was no other to help, your Board was silently and persistently stimulating and helping the educational work of the State. Through its stimulation and aid many of the first successful graded schools were established. These became object lessons, learned and imitated until to-day there is scarcely a town of any importance in North Carolina that has not a good system of public schools running for eight or ten months in the year. The influence of these schools and the trained teachers in charge of them has been felt in all the surrounding country and throughout the State, and has helped to give a great impetus to the educational work. The financial aid of the Peabody Board, together

with the counsel and eloquence of its Agent, was largely instrumental in the establishment of the first Normal school for white teachers in this State, whose influence has been mightily felt throughout North Carolina, in the elevation of the standard of teaching and in the creation of a deeper interest in education and a saner public sentiment on the question.

I feel that no one influence has been more potent than the aid of the Peabody fund and the influence of its wise Agent in rendering possible and bringing about the educational awakening in our State. You and your Board deserve and shall, I doubt not, receive the thanks of every true friend of education in North Carolina and the gratitude of our posterity.

Knowing that you were abroad most of the summer, I have presumed upon your known interest and sympathy in our educational work to write you somewhat fully about the work in this State.

With warm personal regard and with an earnest wish for your speedy recovery, I am,

Very truly yours,

J. Y. JOYNER,
Supt. Public Instruction.



